

Textbook Alignment to the Utah Core – 8th Grade Social Studies – U.S. History

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes X No _____

Name of Company and Individual Conducting Alignment: Kelli Holser

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 8 – U.S. History

Title: The American Journey © 2009 ISBN#: 007-877713-5

Publisher: Glencoe/McGraw-Hill Publishing Company

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: Students will interpret the role of geography in shaping United States history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Determine how geography affected the development of the United States.				
a.	Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.	Student Edition: <i>Geography Skills Handbook</i> Ref 16-Ref 17 Teacher Wraparound Edition: AUSEE Ref 17; T Ref 17		
b.	Apply the five themes of geography as they relate to the development of the United States.	Student Edition: <i>Geography Skills Handbook</i> Ref 26 Teacher Wraparound Edition: AUSPM Ref 26		
Objective 1.2: Utilize geographic skills as they relate to the study of the United States.				
a.	Locate the major <i>physical</i> features, including the plains, major rivers, bodies of water, mountain ranges, and continents.	Student Edition: <i>Reference Atlas</i> Ref 2-Ref 13, Ref 30-Ref 31 Teacher Wraparound Edition: A Ref 31; C Ref 31		
b.	Locate the major <i>political</i> features, including countries, regions, and states.	Student Edition: <i>Reference Atlas</i> Ref 2-Ref 4, Ref 6-Ref 7, Ref 12-Ref 13		
c.	Apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.	Student Edition: <i>Geography Skills Handbook</i> Ref 18-Ref 29		

STANDARD II: Students will investigate the relationship between events of different time periods.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u> </u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Develop an awareness of current events.				
a.	Use print and broadcast media to acquire an awareness of current events.	Student Edition: <i>Skills Handbook</i> 1028 Teacher Wraparound Edition: CT 1028; RS 1028		
b.	Recognize the difference between fact and opinion, and discern bias in the media.	Student Edition: <i>Skills Handbook</i> 1020, 1028 Teacher Wraparound Edition: CT 1020, 1028		
Objective 2.2: Objective 2: Analyze how contemporary concerns and events affect and are affected by history.				
a.	Apply knowledge of historical events to recent major events.	Student Edition: <i>Linking Past & Present</i> 30-31, 154, 314-315, 408-409, 494-495, 630-631, 658-659, 796-797, 862-863 Teacher Wraparound Edition: LPP 31, 155, 315, 409, 495, 631, 659		

b.	Utilize contemporary news to discuss past events.	Student Edition: <i>Linking Past & Present</i> 796-797 Teacher Wraparound Edition: LPP 797		
STANDARD III: Students will understand the changes caused by European exploration in the Americas.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: __100__ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Explore life among the various American Indian nations prior to European exploration of the New World.				
a.	Identify the major regional American Indian nations of North America.	Student Edition: 17-22 <i>National Geographic</i> 18, 20 Teacher Wraparound Edition: ACPP 19; C 22; CT 17; HCP 18; SP 20		
b.	Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.	Student Edition: 11-15, 17-22 <i>By the Numbers</i> 11 <i>National Geographic</i> 12, 14, 18 <i>Primary Source</i> 17 Teacher Wraparound Edition: ACL 12; ACPP 19; AIC 20; C 15; CT 20; DI 17; HCP 18; RS 11, 22; WS 12, 18		

Objective 3.2: Analyze the reasons for European exploration.			
a.	Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.	Student Edition: 29-33, 35-41, 49-52 <i>National Geographic</i> 32, 36, 50-51 <i>Reading Check</i> 33, 41 Teacher Wraparound Edition: DI 32; RS 36	
b.	Examine the political reasons behind exploration; e.g., empire building, European rivalries.	Student Edition: 29-33, 35-41, 49-52 <i>National Geographic</i> 36 <i>Reading Check</i> 41 Teacher Wraparound Edition: CT 41; SP 50	
c.	Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.	Student Edition: 29-33, 35-41, 49-52 <i>Primary Source</i> 49 <i>Reading Check</i> 50 Teacher Wraparound Edition: C 52; WS 40	
d.	Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson.	Student Edition: 29-33, 35-41, 49-52 <i>Linking Past & Present</i> 30-31 <i>People in History</i> 39 <i>Section 2 Review</i> 41 #6 Teacher Wraparound Edition: C 52	
Objective 3.3: Assess the impact of European exploration on African slaves and American Indian nations.			
a.	Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.	Student Edition: 77, 80, 90-95 <i>By the Numbers</i> 77 <i>Economics & History</i> 91 <i>Primary Source</i> 92-93, 94 <i>Reading Check</i> 95 Teacher Wraparound Edition: CT 77, 95	

b.	Trace the beginnings of the slave trade in the Americas.	Student Edition: 36, 47, 61, 77, 80, 94-95 <i>By the Numbers</i> 77 <i>Primary Source</i> 92-93, 94 <i>Reading Check</i> 95 <i>Time Notebook</i> 96 Teacher Wraparound Edition: CT 77, 95; FF 96		
c.	Investigate the transportation of African slaves to the Americas; i.e., triangular trade routes, the Middle Passage.	Student Edition: 77, 90-95 <i>By the Numbers</i> 77 <i>Economics & History</i> 91 <i>Primary Source</i> 92-93, 94 <i>Reading Check</i> 91 Teacher Wraparound Edition: CT 77, 95; DI 91		
d.	Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement.	Student Edition: 43-47 <i>National Geographic</i> 50-51 <i>Primary Source</i> 43, 46 <i>Reading Check</i> 46 <i>Section 3 Review</i> 47 #7 Teacher Wraparound Edition: C 47; HCP 45; RS 43, 44		

STANDARD IV: Students will analyze European colonization and settlement of North America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: __100__ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: ____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Explain where and why European countries colonized North America; e.g., the Netherlands, England, France, Spain.				
a.	Identify motives for exploration; e.g., religion, expansion, trade, wealth.	Student Edition: 29-33, 35-41, 44-47 <i>National Geographic</i> 32, 36, 40, 44, 50-51 Teacher Wraparound Edition: C 41, 47, 52; HCP 45; SP 35		
b.	Locate the geographical regions of European settlement.	Student Edition: 49-52, 65-68, 73-75, 77-79 <i>Geography & History</i> 62-63 <i>National Geographic</i> 40, 44, 50-51, 67, 74, 78 Teacher Wraparound Edition: CT 50; RS 52; SP 50, 78		

c.	Investigate the contributions and influences of the major European powers.	Student Edition: 44-47, 49-52, 59-61 <i>National Geographic</i> 50-51 <i>Primary Source</i> 46, 49, 60 <i>Reading Check</i> 52 <i>Time Line</i> 59 Teacher Wraparound Edition: C 47, 52; HCP 45		
Objective 4.2: Assess the reasons for settlement of the English colonies.				
a.	Compare the reasons for settlement in the New England, Middle, and Southern colonies	Student Edition: 65-69, 73-75, 77-82 <i>National Geographic</i> 67, 74, 78 Teacher Wraparound Edition: C 75, 82; CT 74; FF 77; HCP 67; RS 80; SP 74, 78; WS 82		
b.	Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith, Lord Baltimore, William Bradford.	Student Edition: 61, 66 <i>American Diary</i> 58 <i>Founding the Thirteen Colonies</i> 79 Teacher Wraparound Edition: C 61		
c.	Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.	Student Edition: 60-61, 65 <i>If You Were There</i> 65 Teacher Wraparound Edition: RS 60, 65; SP 61		
d.	Determine the reasons for conflict between the European powers in North America.	Student Edition: 105-107, 109 <i>Primary Source</i> 106, 109 <i>Reading Check</i> 106 Teacher Wraparound Edition: C 107; CT 106; HCP 106; RS 106		

e.	Examine the causes and outcomes of the French and Indian War.	Student Edition: 105-107, 109-112 <i>National Geographic</i> 110 <i>Primary Source</i> 109 <i>Reading Check</i> 106, 111 Teacher Wraparound Edition: C 107, 112; CT 106, 112; HCP 110; RS 106, 109; SP 111		
Objective 4.3: Objective 3: Examine the economic, political, and social patterns in the development of the 13 English colonies.				
a.	Contrast the economies of the three major colonial regions: New England, Middle, and Southern.	Student Edition: 73-74, 77-81 <i>National Geographic</i> 67, 74, 78 Teacher Wraparound Edition: CT 74; SP 74		
b.	Assess the impact of geography on the economies of the three major regions.	Student Edition: 73-74, 77-82 <i>National Geographic</i> 67, 74, 78 <i>Primary Source</i> 73 <i>Reading Check</i> 74 Teacher Wraparound Edition: CT 74; RS 80; SP 74, 77, 80		
c.	Explain the development of self-government in the colonies.	Student Edition: 67-69, 73-75, 77-82 <i>Reading Check</i> 78 <i>You Decide</i> 68 Teacher Wraparound Edition: CT 79; SP 67; WS 67		

d.	Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.	Student Edition: 67-69, 73-75, 77-82 <i>By the Numbers</i> 77 <i>If You Were There</i> 65 <i>Reading Check</i> 69, 75 <i>You Decide</i> 68 Teacher Wraparound Edition: CT 75, 77; HCP 73, 80; WS 68		
STANDARD V: Students will understand the significance of the American Revolution in the development of the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u> </u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Analyze what ideas and events led to the Revolutionary movement.				
a.	Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.	Student Edition: 123-125, 127-129, 133-137 <i>American Diary</i> 126 <i>National Geographic</i> 134-135 <i>People in History</i> 136 <i>Primary Source</i> 128 <i>Reading Check</i> 125, 128, 135 Teacher Wraparound Edition: C 125, 137; CT 124; RS 127; WS 134		
b.	Analyze the origin of the ideas behind the Revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.	Student Edition: 139-142 <i>Primary Source</i> 139, 141 <i>Reading Check</i> 142 <i>You Decide</i> 140 Teacher Wraparound Edition: HCP 139, 143; WS 141		

c.	Explain the major ideas expressed in the Declaration of Independence.	Student Edition: 142 <i>Primary Source</i> 139 <i>The Declaration of Independence</i> 146-149 Teacher Wraparound Edition: CT 148, 149		
Objective 5.2: Assess the factors affecting the course of the war and contributing to American victory.				
a.	Examine how the Revolutionary War affected the colonists.	Student Edition: 153- 159, 161-165 <i>Linking Past & Present</i> 154-155 Teacher Wraparound Edition: CT 154; DI 162		
b.	Explain the events that brought European aid to the American cause.	Student Edition: 161-165, 172-173 <i>Primary Source</i> 161 Teacher Wraparound Edition: C 165; CT 163; HCP 161		
c.	Examine the advantages and disadvantages of the Continental Army against British resources.	Student Edition: 153-155 <i>National Geographic</i> 156-157 <i>Reading Check</i> 155 Teacher Wraparound Edition: ADI 153; CT 153; RS 153		
Objective 5.3: Evaluate the contributions of key people and groups to the Revolution.				
a.	Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams.	Student Edition: 132-135, 139-140, 153, 176-178, 197-199, 209 <i>American Diary</i> 132, 138 <i>Chance & Error in History</i> 176 <i>Document 4</i> 145 <i>People in History</i> 136, 197 <i>Primary Source</i> 139, 198, 209 <i>You Decide</i> 140, 203 Teacher Wraparound Edition: DI 139; RS 177, 198; WS 203		
b.	Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1 st and 2 nd Continental Congress.	Student Edition: 125, 128-129, 133, 135, 139 Teacher Wraparound Edition: C 129; RS 139		

c.	Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.	Student Edition: 154, 157, 169 <i>American Diary</i> 168 <i>Linking Past & Present</i> 154-155 <i>Time Line</i> 169 Teacher Wraparound Edition: CT 154; WS 157		
Objective 5.4: Examine the effects of the Revolution on the United States.				
a.	Analyze the terms of the Treaty of Paris of 1783.	Student Edition: 177, 193 <i>National Geographic</i> 190		
b.	Determine the weaknesses of the Articles of Confederation.	Student Edition: 188-189 <i>Primary Source</i> 188-189 Teacher Wraparound Edition: HCP 189; WS 189		
c.	Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations.	Student Edition: 261-263 <i>Primary Source</i> 261 Teacher Wraparound Edition: CT 261; DI 263; HCP 262; WS 262		
d.	Explain the effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.	Student Edition: 261-263 <i>National Geographic</i> 262 <i>Primary Source</i> 261		

STANDARD VI: Students will understand the structure and function of the United States government established by the Constitution.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) <i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Assess the foundations and principles that led to the development of the Constitution.			
a.	Analyze the factors involved in convening the Constitutional Convention.	Student Edition: 187, 197-198 <i>By the Numbers</i> 195 <i>People in History</i> 197 <i>Primary Source</i> 198 <i>Reading Check</i> 199 Teacher Wraparound Edition: ACPP 198; WS 197	
b.	Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.	Student Edition: 105-106, 195-201, 205-210 <i>By the Numbers</i> 195 <i>Reading Check</i> 201 Teacher Wraparound Edition: C 201, 210; HCP 197, 206; WS 210	
Objective 6.2: Analyze the compromises that led to the ratification of the Constitution.			
a.	Compare the Federalist and Anti-Federalist ratification debates.	Student Edition: 209-210 <i>Primary Source</i> 209 <i>You Decide</i> 202-203 Teacher Wraparound Edition: AC 203; CT 202; DI 209; FF 202; RS 202; WS 203	

b.	Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.	Student Edition: 200-201 <i>Section 2 Review</i> 201 #7, #8 Teacher Wraparound Edition: C 201; CT 200; WS 200		
Objective 6.3: Examine the basic structure of the Constitution.				
a.	Identify the major elements of the United States Constitution.	Student Edition: <i>Constitution Handbook</i> 214-223 <i>Primary Source</i> 218 <i>The Constitution of the United States</i> 224-245 Teacher Wraparound Edition: AMC 217; C 223; CT 221, 227; FF 218		
b.	Explain the purpose of the Constitution as outlined in the preamble.	Student Edition: <i>Constitution Handbook</i> 215-216 <i>Constitution Handbook Review</i> 223 #6 Teacher Wraparound Edition: CT 215; DI 215; RS 215		
c.	Explore the role and functions of the three branches of government.	Student Edition: 207-208 <i>Constitution Handbook</i> 216-217, 219-221 Teacher Wraparound Edition: ACL 220; CT 216; RS 220		
d.	Examine the Constitutional principles of separation of powers and checks and balances.	Student Edition: 206, 208 <i>Constitution Handbook</i> 216-217 Teacher Wraparound Edition: SP 208		
e.	Determine the role of the Constitution as a living document.	Student Edition: <i>Constitution Handbook</i> 218-219		
Objective 6.4: Analyze the rights, liberties, and responsibilities of citizens.				
a.	Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws.	Student Edition: <i>Constitution Handbook</i> 222-223 <i>Constitution Handbook Review</i> 223 #7 Teacher Wraparound Edition: AWIM 222; C 223; CT 222; RS 222		

	b. Examine the Bill of Rights and its specific guarantees.	Student Edition: 255 <i>Primary Source</i> 254 <i>The Constitution of the United States</i> 236-237 <i>What It Means</i> 236 Teacher Wraparound Edition: CT 254; DI 254; FF 236		
STANDARD VII: Students will explore the territorial growth of the United States before the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Describe the ideas and events that motivated the expansion of the United States.				
	a. Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.	Student Edition: 281-285, 359-363, 367-371, 373-377 <i>National Geographic</i> 283, 291, 362 <i>Reading Check</i> 285, 363 <i>You Decide</i> 364-365 Teacher Wraparound Edition: ACPP 364; C 285, 377; HCP 360; SP 364		
	b. Examine the background and consequences of the Louisiana Purchase.	Student Edition: 281-285 <i>National Geographic</i> 283 <i>Reading Check</i> 285 Teacher Wraparound Edition: C 285; HCP 282; WS 283		

c.	Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.	Student Edition: 281-285 <i>American Diary</i> 280 <i>National Geographic</i> 283 <i>People in History</i> 284 <i>Primary Source</i> 281 Teacher Wraparound Edition: CL 283; DI 284; SP 283; WS 284		
d.	Examine the groups of people that came west; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.	Student Edition: 281, 317, 359-360, 379-382 <i>By the Numbers</i> 379 <i>Primary Source</i> 282, 361, 381 <i>Reading Check</i> 317, 380, 382 Teacher Wraparound Edition: C 382, 383; CT 379, 380; DI 382; HCP 380; SP 381		
Objective 7.2: Examine the conflicts that arose during the American expansion.				
a.	Investigate the causes and results of the War of 1812.	Student Edition: 291-293, 295-298 <i>National Geographic</i> 296 <i>Primary Source</i> 292 <i>Reading Check</i> 293, 298 Teacher Wraparound Edition: ADI 291; ATC 296; C 298; HCP 295; RS 296		
b.	Analyze government policies toward and treaties with American Indian nations; e.g., relocation, removal, assimilation, and sovereignty.	Student Edition: 343-347 <i>American Diary</i> 342 <i>By the Numbers</i> 343 <i>National Geographic</i> 344-345 <i>People in History</i> 346 <i>Reading Check</i> 347 Teacher Wraparound Edition: C 347; CT 343, 347; DI 344; HCP 345; RS 346; SP 344		
c.	Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.	Student Edition: 367-371, 373-377 <i>Chance & Error in History</i> 368 <i>National Geographic</i> 370, 374, 376 Teacher Wraparound Edition: C 371; DI 369; HCP 370; RS 370		

Objective 7.3: Analyze how new inventions and transportation methods stimulated western expansion.				
a.	Research the impact of inventions on expansion; e.g., farming, industry, communication.	Student Edition: 313-317, 389-393 <i>Linking Past & Present</i> 314-315 <i>National Geographic</i> 316 <i>People in History</i> 392 <i>Primary Source</i> 389, 390-391 <i>Reading Check</i> 316, 393 Teacher Wraparound Edition: AEC 314; AIA 391; C 317, 393; CT 392; DI 315; HCP 315, 390; RS 314, 389; WS 314		
b.	Examine developments in transportation; e.g., expansion of roads and trails, steamboats, railroads.	Student Edition: 313-317, 389-393 <i>Linking Past & Present</i> 314-315 <i>People in History</i> 392 <i>Primary Source</i> 389, 390-391 <i>Reading Check</i> 392 Teacher Wraparound Edition: CT 390, 392; HCP 390; RS 318		
Objective 7.4: Assess the impact of the Industrial Revolution on the United States.				
a.	Examine the development of the factory system.	Student Edition: 306-309 <i>Primary Source</i> 306-307 <i>Reading Check</i> 307, 309 Teacher Wraparound Edition: ATC 307; CT 306		
b.	Analyze the role of factories on the growth of northern cities.	Student Edition: 305-309, 395-397 <i>Primary Source</i> 306-307, 396 <i>Reading Check</i> 307, 309 Teacher Wraparound Edition: ATC 307; CT 305; HCP 308		

c.	Determine how the Industrial Revolution affected the North, South, and West differently.	Student Edition: 305-309, 395-397, 401-403 <i>By the Numbers</i> 401 <i>Economics & History</i> 402 <i>Primary Source</i> 306-307 <i>Reading Check</i> 307, 308, 402 Teacher Wraparound Edition: C 309, 403; CT 305; DI 401; HCP 308, 402; RS 308; WS 403		
d.	Investigate the changes in working conditions caused by the Industrial Revolution.	Student Edition: 305-309, 603-606 <i>Economics & History</i> 402 <i>If You Were There</i> 305 <i>National Geographic</i> 604 <i>People in History</i> 605 <i>Reading Check</i> 603, 606 Teacher Wraparound Edition: C 309; CT 306, 604; HCP 604; SP 603; WS 603		
STANDARD VIII: Students will examine the expansion of the political system and social rights before the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: 100 %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard 8: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.1: Investigate the development of the American political party system.				
a.	Examine the differences between the Federalists and the Democratic-Republicans.	Student Edition: 265-268 <i>People in History</i> 267 <i>You Decide</i> 266		
b.	Trace the development of new political parties throughout the 18 th and 19 th centuries; e.g., Whigs, Jacksonian Democrats, Republicans.	Student Edition: 265-268 <i>People in History</i> 267 <i>You Decide</i> 266 Teacher Wraparound Edition: CT 265; HCP 265		

c.	Determine the role of third parties as an agent of reform.	Student Edition: 577-578 Teacher Wraparound Edition: WS 577		
d.	Investigate the role of political parties in the electoral process.	Student Edition: 207-208, 268, 277 Teacher Wraparound Edition: DI 277; WS 208		
Objective 8.2: Analyze the evolution of democracy and the extension of democratic principles.				
a.	Examine how the Supreme Court strengthened the national government.	Student Edition: 208, 232-233, 279 Teacher Wraparound Edition: AIC 233; CT 232; RS 233		
b.	Analyze how states' rights issues led to growing sectionalism.	Student Edition: 322-324 <i>National Geographic</i> 324 <i>People in History</i> 322-323 Teacher Wraparound Edition: CT 324; DI 322; RS 322; SP 324		
c.	Investigate the relationship between national and state governments in expanding Democracy.	Student Edition: 206-207 <i>Chart Skills</i> 216 <i>Constitutional Handbook</i> 216 Teacher Wraparound Edition: ACWYC 216; CT 216		
d.	Appraise how the political process changed to involve more people.	Student Edition: 198-201, 206-207, 652-654, 889 <i>National Geographic</i> 653 Teacher Wraparound Edition: C 891; CT 889		

Objective 8.3: Analyze the impact of social reforms on Americans during the 19 th century.			
a.	Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters.	Student Edition: 425-431 <i>American Diary</i> 424 <i>Geography & History</i> 432-433 <i>People in History</i> 427 <i>Primary Source</i> 426, 428-429, 430 <i>Reading Check</i> 426, 430, 431 <i>Time Line</i> 425 Teacher Wraparound Edition: C 431; CT 426, 429; DI 428, 430; FF 430; HCP 428; RS 425, 427, 428, 430, 432; SP 429, 431, 433; WS 426	
b.	Investigate the impact of reform in education, religion, prisons, and the treatment of the mentally ill during this period.	Student Edition: 419-421 <i>Primary Source</i> 419, 420 <i>Reading Check</i> 420, 421 Teacher Wraparound Edition: C 421; CT 419; DI 420, 421; HCP 419	
c.	Examine the extension of women's political and legal rights.	Student Edition: 435-438 <i>American Diary</i> 434 <i>People in History</i> 437 <i>Primary Source</i> 436 <i>Reading Check</i> 437, 438 <i>Time Line</i> 435 Teacher Wraparound Edition: C 438; CT 435; DI 435; HCP 435; RS 436, 438; WS 435, 436	

STANDARD IX: Students will understand the significance of the Civil War Era to the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: 100 %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 9.1: Analyze differences and events that led to the Civil War.				
a.	Describe the cultural differences between the North and the South.	Student Edition: 395-399, 407-412 <i>By the Numbers</i> 395, 497 <i>Linking Past & Present</i> 408 <i>Primary Source</i> 396, 397, 398, 410 <i>Reading Check</i> 399, 408, 412 Teacher Wraparound Edition: C 399, 412; CT 408, 409; DI 407; FF 409; HCP 398, 408; RS 396, 407, 412		
b.	Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.	Student Edition: 389-393, 401-403 <i>By the Numbers</i> 401 <i>Economics & History</i> 402 <i>People in History</i> 392 <i>Primary Source</i> 389, 390-391 <i>Reading Check</i> 392, 402, 403 Teacher Wraparound Edition: C 403; CT 401; DI 401; HCP 390, 402; RS 403; WS 403		
c.	Analyze how states' rights led to conflict between the North and the South.	Student Edition: 322-324 <i>People in History</i> 322 Teacher Wraparound Edition: DI 322; RS 322; WS 322		
d.	Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.	Student Edition: 322-324, 449-451, 454-455 <i>By the Numbers</i> 449 <i>National Geographic</i> 324, 454 <i>Reading Check</i> 449 Teacher Wraparound Edition: C 451, 455; CT 324; SP 454		

e.	Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, <i>Uncle Tom's Cabin</i> , the Fugitive Slave Law.	Student Edition: 425-431, 453-455, 459-461 <i>American Diary</i> 456 <i>People in History</i> 427 <i>Primary Source</i> 428-429, 430, 457, 459, 460 <i>Time Line</i> 425 Teacher Wraparound Edition: C 461; HCP 458; RS 454, 458; WS 459		
f.	Assess how the election of 1860 led to secession	Student Edition: 463-466 <i>National Geographic</i> 465 <i>Primary Source</i> 463, 464 <i>You Decide</i> 468-469 Teacher Wraparound Edition: C 466; CT 466; DI 464; HCP 465; RS 463, 464; SP 464		
Objective 9.2: Determine the factors that affected the course of the war and contributed to Union victory.				
a.	Compare the advantages and disadvantages of the Union and the Confederacy.	Student Edition: 476-477 <i>By the Numbers</i> 475 <i>Graph Skills</i> 476 Teacher Wraparound Edition: DI 476		
b.	Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.	Student Edition: 486-487 <i>Primary Source</i> 500 Teacher Wraparound Edition: WS 487		
c.	Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.	Student Edition: 464, 481-487, 496, 507-512 <i>Chapter 16 Visual Summary</i> 513 <i>People in History</i> 508-509 <i>Primary Source</i> 486 <i>Reading Check</i> 512 <i>Section 5 Review</i> 512 #2, #4 Teacher Wraparound Edition: CT 508; FF 509		

d.	Investigate how the Civil War affected all people in the United States land area.	Student Edition: 491-497 <i>Linking Past & Present</i> 494 <i>Primary Source</i> 492 <i>Reading Check</i> 493, 497 Teacher Wraparound Edition: ACPP 493; C 497; CT 492; HCP 492; RS 491, 492		
Objective 9.3: Evaluate the Reconstruction period and how it affected the United States following the Civil War.				
a.	Explain the purpose of Reconstruction.	Student Edition: 519-521 <i>Reading Check</i> 520 Teacher Wraparound Edition: C 521; RS 519		
b.	Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.	Student Edition: 523-527, 529-531 <i>People in History</i> 530 <i>Primary Source</i> 523, 529 <i>Reading Check</i> 540 Teacher Wraparound Edition: C 531, 540; CT 523, 526, 531; HCP 530; RS 523		
c.	Determine the economic changes in the country caused by Reconstruction.	Student Edition: 538-539 <i>Geography & History</i> 542-543 <i>Primary Source</i> 538 <i>Reading Check</i> 539 Teacher Wraparound Edition: AC 543; ACPP 542; C 540; CT 538; HCP 539; SP 539		
d.	Explain the political changes brought about by the Reconstruction Era: e.g., 13 th , 14 th , and 15 th Amendments, voting regulations, military districts.	Student Edition: 523-527, 529-531, 539-540 <i>Primary Source</i> 524 Teacher Wraparound Edition: C 540; RS 525; SP 524, 529		

STANDARD X: Students will understand the development of the American West following the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard X: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 10.1: Analyze the factors that brought people west.				
a.	Examine why people came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.	Student Edition: 553-554, 561-565, 575, 613-617 <i>By the Numbers</i> 553, 575 <i>National Geographic</i> 554 <i>Primary Source</i> 462-463, 564, 616 <i>Reading Check</i> 576 Teacher Wraparound Edition: C 565; HCP 561; RS 561, 562		
b.	Investigate the impact of mining and ranching on the land and people.	Student Edition: 553-554, 561-565 <i>By the Numbers</i> 553 <i>National Geographic</i> 554 <i>Primary Source</i> 462-463, 564 <i>Reading Check</i> 554 Teacher Wraparound Edition: C 565; CT 553; HCP 555, 561; RS 561; SP 554, 561		
c.	Assess the impact of the railroad on western development.	Student Edition: 554-557 <i>Primary Source</i> 556 <i>The Steam Locomotive</i> 555 Teacher Wraparound Edition: C 557; CT 555, 556; DI 555; FF 556; WS 555, 556		
Objective 10.2: Analyze the settlement of the American West.				
a.	Examine the changes of the landscape due to settlement patterns.	Student Edition: <i>Geography & History</i> 572-573 <i>Primary Source</i> 367, 562, 564		

b.	Investigate the development of cities in the West.	Student Edition: 367, 379-382 <i>By the Numbers</i> 379 <i>National Geographic</i> 362 <i>Primary Source</i> 367, 381 Teacher Wraparound Edition: HCP 380; SP 362		
c.	Assess the impact western settlement patterns had on the Native American Indians.	Student Edition: 567-571 <i>American Diary</i> 566 <i>Geography & History</i> 572-573 <i>If You Were There</i> 567 <i>People in History</i> 570-571 <i>Primary Source</i> 568-569 Teacher Wraparound Edition: C 571; HCP 567; SP 568, 569		
Objective 10.3: Investigate the conflict among various groups involved in the settlement of the West.				
a.	Determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, American Indian nations, immigrants.	Student Edition: 359, 450, 568-571, 575-578 <i>National Geographic</i> 450 <i>People in History</i> 570 <i>Primary Source</i> 568-569 Teacher Wraparound Edition: C 571, 578; SP 568, 569		
b.	Examine the consequences of conflict in the settlement of the West.	Student Edition: 359, 450-451, 571, 578 <i>Reading Check</i> 451, 571 Teacher Wraparound Edition: C 451, 571; DI 451; WS 578		